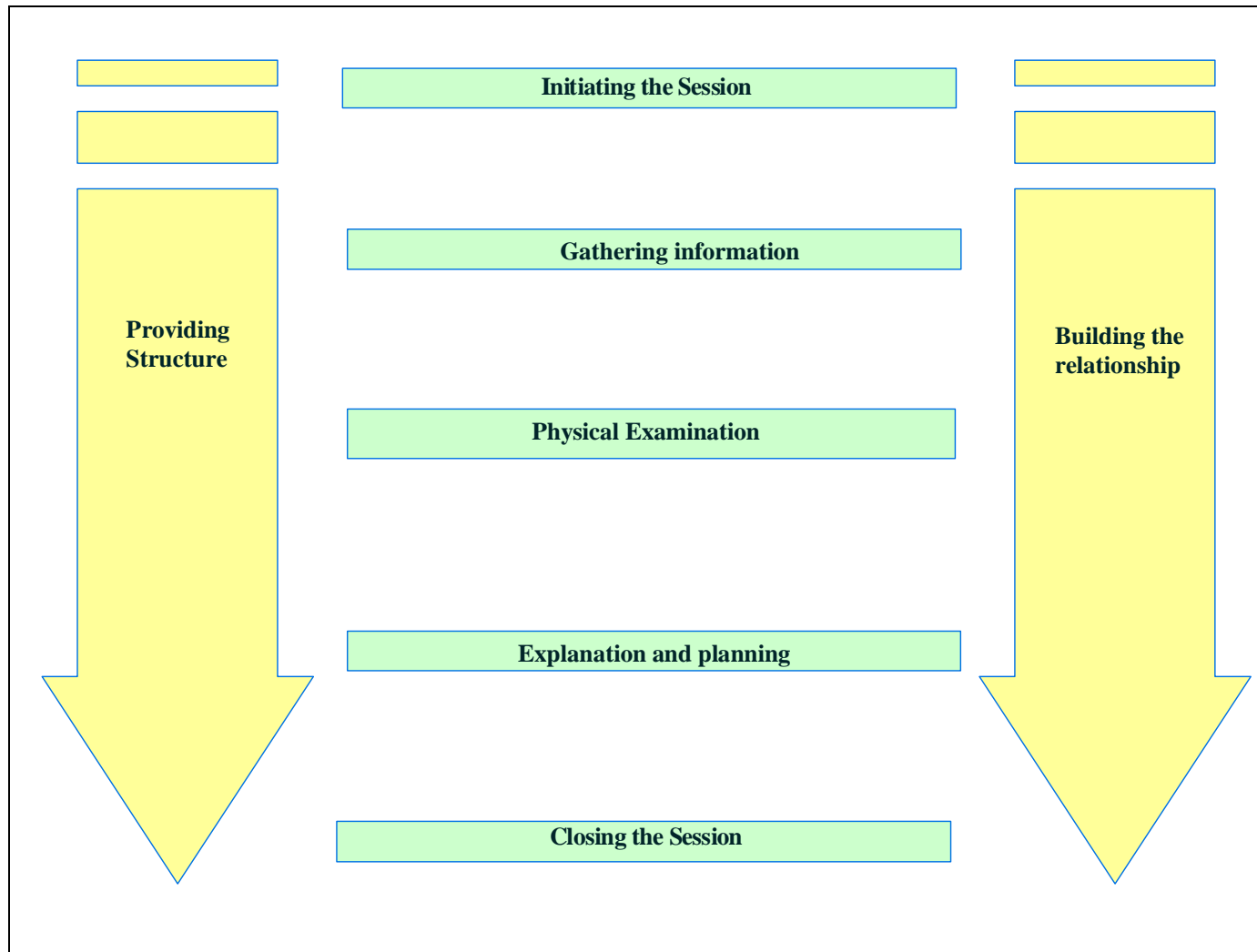


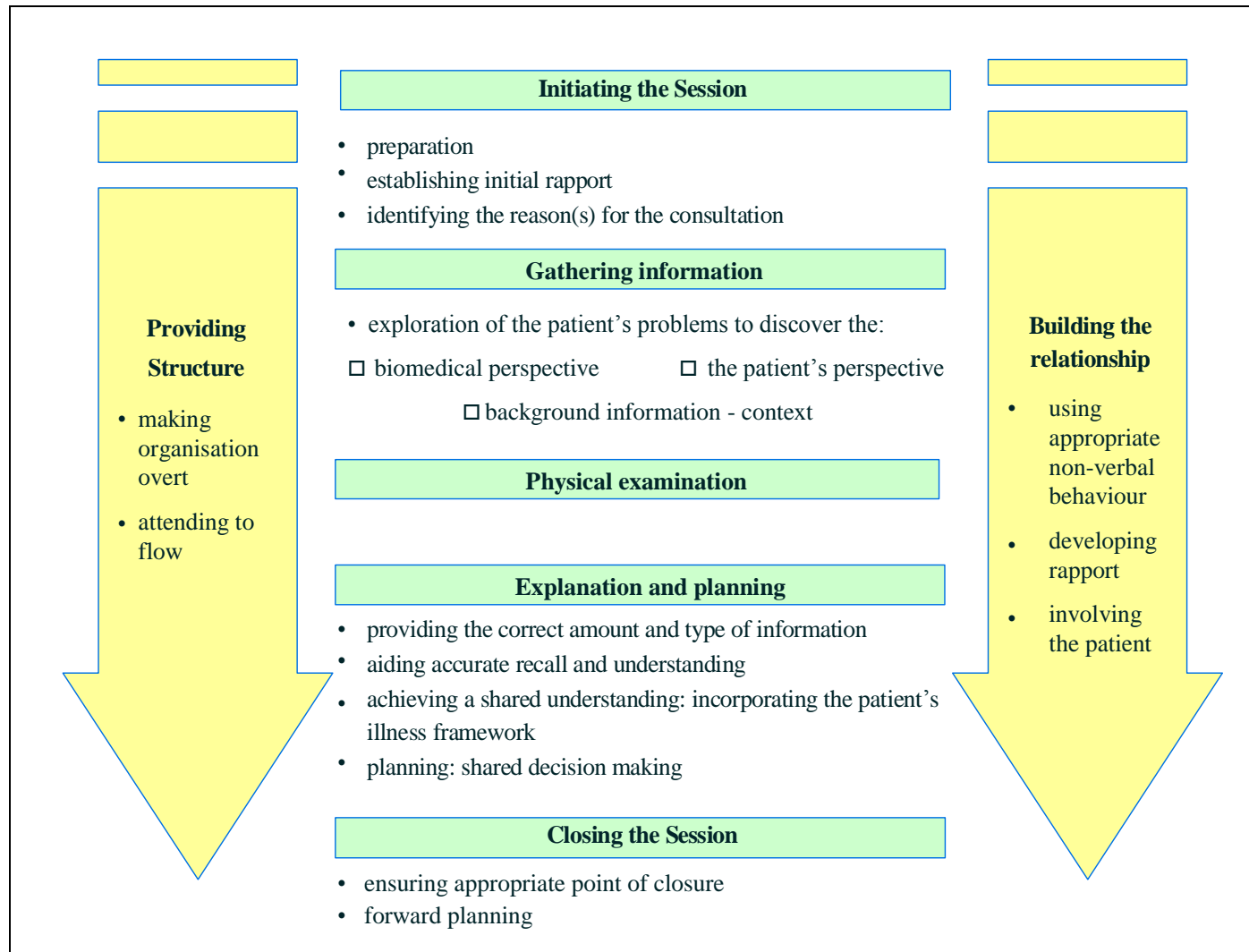
THE ENHANCED CALGARY-CAMBRIDGE GUIDE TO THE MEDICAL INTERVIEW

Kurtz SM, Silverman JD, Benson J and Draper J (2003) Marrying Content and Process in Clinical Method Teaching: Enhancing the Calgary-Cambridge Guides
Academic Medicine 78(8):802-809

THE BASIC FRAMEWORK



THE EXPANDED FRAMEWORK



AN EXAMPLE OF THE INTER-RELATIONSHIP BETWEEN CONTENT AND PROCESS

Gathering Information

Process Skills for Exploration of the Patient's Problems

- patient's narrative
- question style: open to closed cone
- attentive listening
- facilitative response
- picking up cues
- clarification
- time-framing
- internal summary
- appropriate use of language
- additional skills for understanding patient's perspective

Content to Be Discovered

the bio-medical perspective (disease)

sequence of events
symptom analysis
relevant systems review

the patient's perspective (illness)

ideas and beliefs
concerns
expectations
effects on life
feelings

background information - context

past medical history
drug and allergy history
family history
personal and social history
review of systems

REVISED CONTENT GUIDE TO THE MEDICAL INTERVIEW

Patient's Problem List

Exploration of Patient's Problems

| <i>Medical Perspective – disease</i> | <i>Patient's Perspective - illness</i> |
|--------------------------------------|--|
| Sequence of events | Ideas and beliefs |
| Symptom analysis | Concerns |
| Relevant systems review | Expectations |
| | Effects on life |
| | Feelings |

Background Information - Context

Past Medical History
Drug and Allergy History
Family History
Personal and Social History
Review of Systems

Physical Examination

Differential Diagnosis - Hypotheses

Including both disease and illness issues

Physician's Plan of Management

Investigations
Treatment alternatives

Explanation and Planning with Patient

What the patient has been told
Plan of action negotiated